



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 11811436
SAU: Windham School Department
School: Manchester School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-12

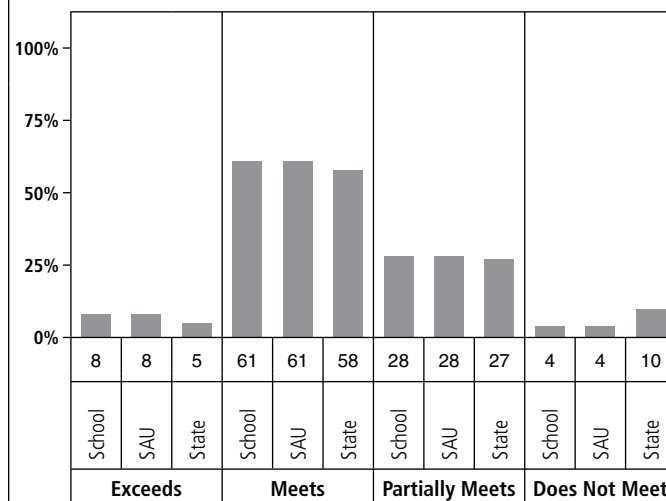
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Windham School Department
School: Manchester School

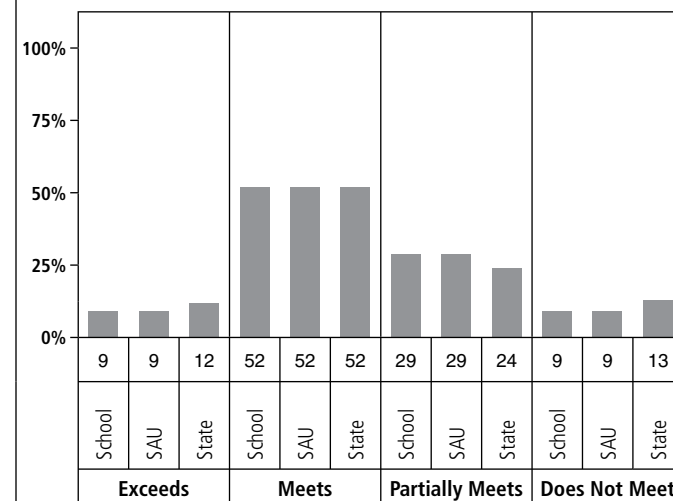
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	546	546	544
2006–2007	543	543	544
2007–2008	547	547	545
Cum. Avg. *	545	545	544
Mathematics			
2005–2006	543	543	543
2006–2007	542	542	546
2007–2008	545	545	546
Cum. Avg. *	543	543	545
ELA – Writing			
2005–2006			
2006–2007	543	543	541
2007–2008	538	538	538
Cum. Avg. *			

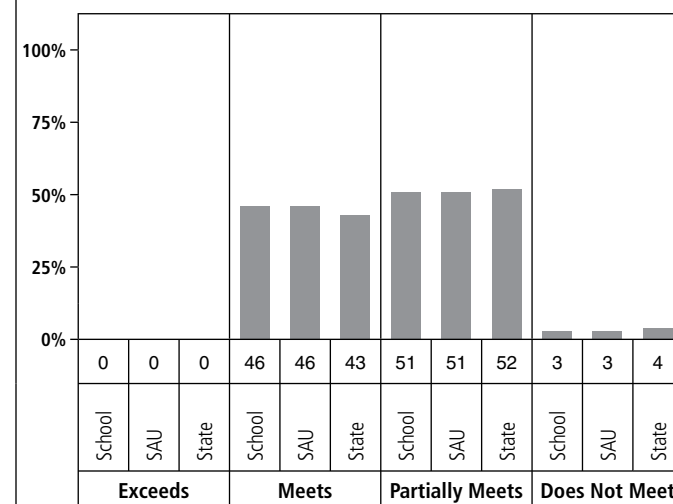
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: Windham School Department
School: Manchester School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State							
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
Total number of students	211	100	211	100	14240	100	208	99	208	99	14157	100	208	99	208	99	14156	100							207	99	207	99	14107	99
Ethnicity African American/Black	2	1	2	1	404	3	2	100	2	100	396	98	2	100	2	100	398	99							2	100	2	100	388	96
American Indian or Native Alaskan	1	0	1	0	118	1	1	100	1	100	118	100	1	100	1	100	118	100							1	100	1	100	118	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
Hispanic	3	1	3	1	178	1	3	100	3	100	170	97	3	100	3	100	174	99							3	100	3	100	171	97
Caucasian/White	205	97	205	97	13339	94	202	99	202	99	13274	100	202	99	202	99	13267	100							201	99	201	99	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	31	15	31	15	2555	18	31	100	31	100	2528	99	31	100	31	100	2526	99							31	100	31	100	2507	99
Current LEP	1	0	1	0	337	2	1	100	1	100	328	97	1	100	1	100	334	99							1	100	1	100	323	96
Economically disadvantaged	42	20	42	20	5574	39	40	95	40	95	5528	99	40	95	40	95	5531	99							40	95	40	95	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	153	73	153	73	11042	78	153	73	153	73	11006	77							152	72	152	72	11127	78
Identified disability (PET/IEP)	1	1	1	1	396	4	1	1	1	1	404	4							1	1	1	1	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	54	26	54	26	2974	21	54	26	54	26	3014	21							54	26	54	26	2845	20
Identified disability (PET/IEP)	29	54	29	54	1996	67	29	54	29	54	1986	66							29	54	29	54	1925	68
LEP	1	2	1	2	175	6	1	2	1	2	189	6							1	2	1	2	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	24	44	24	44	766	26	24	44	24	44	801	27							24	44	24	44	710	25
Participation through alternate assessment (PAAP)	1	0	1	0	136	1	1	0	1	0	136	1							1	0	1	0	135	1
Identified disability (PET/IEP)	1	100	1	100	136	100	1	100	1	100	136	100							1	100	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							1	0	1	0	27	0
Non-participation – other	3	1	3	1	64	0	3	1	3	1	61	0							3	1	3	1	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Windham School Department
School: Manchester School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	11	6	12	6	721	5
	2006-2007	4	2	4	2	702	5
	2007-2008	16	8	16	8	659	5
	Cum. Total*	31	5	32	5	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	101	55	104	56	7571	53
	2006-2007	110	51	110	51	7730	55
	2007-2008	126	61	126	61	8195	58
	Cum. Total*	337	56	340	56	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	57	31	57	30	4343	30
	2006-2007	84	39	84	39	4182	30
	2007-2008	57	28	57	28	3800	27
	Cum. Total*	198	33	198	32	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	14	8	14	7	1628	11
	2006-2007	19	9	19	9	1419	10
	2007-2008	8	4	8	4	1362	10
	Cum. Total*	41	7	41	7	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.7	64.0	30.7	64.0	29.2	60.8
Literary Text	24	50	15.6	65.0	15.6	65.0	15.0	62.5
Informational Text	24	50	15.1	62.9	15.1	62.9	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Windham School Department
 School: Manchester School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	207	16	8	126	61	57	28	8	4	547	207	8	61	28	4	547	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	1										1						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	3										3						167	2	47	37	14	542
Caucasian/White	201	16	8	123	61	54	27	8	4	547	201	8	61	27	4	547	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	30	0	0	12	40	11	37	7	23	538	30	0	40	37	23	538	2392	0	26	42	31	536
No	177	16	9	114	64	46	26	1	1	548	177	9	64	26	1	548	11624	6	65	24	5	547
Current LEP																						
Yes	1										1						319	1	36	34	29	537
No	206	16	8	126	61	56	27	8	4	547	206	8	61	27	4	547	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	39	0	0	22	56	13	33	4	10	543	39	0	56	33	10	543	5454	2	48	35	15	541
No	168	16	10	104	62	44	26	4	2	547	168	10	62	26	2	547	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	207	16	8	126	61	57	28	8	4	547	207	8	61	28	4	547	14011	5	58	27	10	545
Gender																						
Female	85	8	9	53	62	20	24	4	5	548	85	9	62	24	5	548	6766	7	62	24	8	546
Male	122	8	7	73	60	37	30	4	3	546	122	7	60	30	3	546	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	207	16	8	126	61	57	28	8	4	547	207	8	61	28	4	547	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	207	16	8	126	61	57	28	8	4	547	207	8	61	28	4	547	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Windham School Department
 School: Manchester School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 67 29 0	0 8 7 0	0 6 12 0	2 83 40 1	29 60 68 100	2 44 11 0	29 32 19 0	3 4 1 0	43 3 2 0	537 546 550 548	3 67 29 0	0 6 12 0	29 60 68 100	29 32 19 0	43 3 2 0	537 546 550 548	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	28 61 8 4	8 5 2 0	14 4 13 0	33 84 6 3	58 67 38 38	16 31 8 2	28 25 50 25	0 5 0 3	0 4 0 38	549 546 546 537	28 61 8 4	14 4 13 0	58 67 38 38	28 25 50 25	0 4 0 38	549 546 546 537	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	27 55 17 1	12 3 0 0	21 3 0 0	36 72 15 2	64 64 43 100	5 34 18 0	9 30 51 0	3 3 2 0	5 3 6 0	552 545 542 546	27 55 17 1	21 3 0 0	64 64 43 100	9 30 51 0	5 3 6 0	552 545 542 546	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	24 63 13	1 12 2	2 9 7	25 82 17	51 65 63	19 29 8	39 23 30	4 4 0	8 3 0	543 548 547	24 63 13	2 9 7	51 65 63	39 23 30	8 3 0	543 548 547	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	13 57 30	0 5 10	0 4 16	10 72 44	37 62 71	13 36 8	48 31 13	4 4 0	15 3 0	540 545 552	13 57 30	0 4 16	37 62 71	48 31 13	15 3 0	540 545 552	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	11 75 9 6	4 11 0 0	18 7 0 0	12 98 13 3	55 64 72 25	6 42 3 6	27 27 17 50	0 3 2 3	0 2 11 25	549 547 544 537	11 75 9 6	18 7 0 0	55 64 72 25	27 27 17 50	0 2 11 25	549 547 544 537	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	24 27 50	0 2 13	0 4 13	21 37 63	45 69 64	21 13 22	45 24 22	5 2 1	11 4 1	542 545 550	24 27 50	0 4 13	45 69 64	45 24 22	11 4 1	542 545 550	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
Optional school/SAU question A. B. C. D.	17 67 17 0	0 0 0 0	0 0 0 0	0 1 1 1	0 25 100 0	1 3 0 0	100 75 0 0	0 0 0 0	0 0 0 0	540 541 558 0	17 67 17 0	0 0 0 0	0 25 100 0	100 75 0 0	0 0 0 0	540 541 558 0						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Windham School Department
School: Manchester School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	16	9	17	9	1415	10
	2006-2007	9	4	9	4	1711	12
	2007-2008	19	9	19	9	1617	12
	Cum. Total*	44	7	45	7	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	85	46	86	46	6503	45
	2006-2007	97	45	97	45	6778	48
	2007-2008	108	52	108	52	7284	52
	Cum. Total*	290	48	291	48	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	57	31	57	30	3945	28
	2006-2007	77	35	77	35	3884	28
	2007-2008	61	29	61	29	3341	24
	Cum. Total*	195	32	195	32	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	25	14	27	14	2434	17
	2006-2007	34	16	34	16	1683	12
	2007-2008	19	9	19	9	1778	13
	Cum. Total*	78	13	80	13	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.9	59.3	8.9	59.3	9.0	60.0
Cluster 2: Shape and Size	14	29	6.9	49.3	6.9	49.3	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.0	40.0	2.0	40.0	2.2	44.0
Cluster 4: Patterns	14	29	8.7	62.1	8.7	62.1	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Windham School Department
 School: Manchester School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	207	19	9	108	52	61	29	19	9	545	207	9	52	29	9	545	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	1										1						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	3										3						173	5	45	30	20	541
Caucasian/White	201	19	9	106	53	57	28	19	9	545	201	9	53	28	9	545	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	30	1	3	7	23	15	50	7	23	535	30	3	23	50	23	535	2390	2	29	34	35	534
No	177	18	10	101	57	46	26	12	7	547	177	10	57	26	7	547	11630	13	57	22	8	548
Current LEP																						
Yes	1										1						330	4	36	27	33	536
No	206	19	9	108	52	60	29	19	9	545	206	9	52	29	9	545	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	39	1	3	20	51	13	33	5	13	542	39	3	51	33	13	542	5461	5	46	30	19	541
No	168	18	11	88	52	48	29	14	8	546	168	11	52	29	8	546	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	207	19	9	108	52	61	29	19	9	545	207	9	52	29	9	545	14015	12	52	24	13	546
Gender																						
Female	85	7	8	43	51	23	27	12	14	544	85	8	51	27	14	544	6767	11	51	24	13	546
Male	122	12	10	65	53	38	31	7	6	546	122	10	53	31	6	546	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	207	19	9	108	52	61	29	19	9	545	207	9	52	29	9	545	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	207	19	9	108	52	61	29	19	9	545	207	9	52	29	9	545	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: Windham School Department
School: Manchester School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	14	2	29	4	57	525	3	0	14	29	57	525	5	6	39	29	25	539
B. less than one hour	67	11	8	77	55	40	29	11	8	545	67	8	55	29	8	545	66	12	52	24	12	546
C. one to two hours	29	7	12	29	49	19	32	4	7	547	29	12	49	32	7	547	26	12	55	23	11	547
D. more than two hours	0	0	0	1	100	0	0	0	0	544	0	0	100	0	0	544	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	8	11	43	60	17	24	4	6	548	35	11	60	24	6	548	38	16	56	19	8	549
B. They match some of what I have learned.	51	10	10	52	50	32	30	11	10	545	51	10	50	30	10	545	48	9	53	26	12	545
C. They match just a little of what I have learned.	12	0	0	12	48	11	44	2	8	541	12	0	48	44	8	541	10	6	37	32	24	539
D. There is no match.	1	0	0	0	0	1	33	2	67	511	1	0	0	33	67	511	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	10	17	41	69	7	12	1	2	552	29	17	69	12	2	552	31	24	54	14	8	552
B. good	45	7	8	48	52	28	30	10	11	544	45	8	52	30	11	544	47	8	55	25	12	545
C. fair	23	0	0	18	38	23	48	7	15	538	23	0	38	48	15	538	19	2	43	35	20	539
D. poor	3	1	17	1	17	3	50	1	17	542	3	17	17	50	17	542	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	0	0	22	52	17	40	3	7	540	21	0	52	40	7	540	18	5	42	30	22	540
B. about the same as my regular schoolwork	65	13	10	68	52	37	28	14	11	546	65	10	52	28	11	546	66	11	55	23	11	547
C. easier than my regular schoolwork	15	4	13	18	60	7	23	1	3	549	15	13	60	23	3	549	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	4	8	30	57	14	26	5	9	545	26	8	57	26	9	545	21	10	48	26	16	544
B. two or three days a week	45	8	9	51	55	29	31	5	5	546	45	9	55	31	5	546	36	13	54	23	10	547
C. two or three times each month	20	6	14	20	48	12	29	4	10	546	20	14	48	29	10	546	27	12	54	23	11	547
D. never or almost never	8	0	0	6	35	6	35	5	29	534	8	0	35	35	29	534	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	13	2	8	10	38	10	38	4	15	540	13	8	38	38	15	540	7	12	44	25	19	543
B. two or three days a week	50	12	12	54	52	31	30	6	6	547	50	12	52	30	6	547	30	13	53	23	11	547
C. two or three times each month	29	4	7	34	58	16	27	5	8	545	29	7	58	27	8	545	34	12	54	23	10	547
D. never or almost never	8	0	0	9	56	3	19	4	25	539	8	0	56	19	25	539	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	4	67	1	17	1	17	540	3	0	67	17	17	540	7	7	40	25	28	539
B. 30–45 minutes	22	4	9	17	38	19	42	5	11	543	22	9	38	42	11	543	31	7	49	29	15	543
C. 45–60 minutes	64	11	8	74	56	35	27	12	9	545	64	8	56	27	9	545	40	12	55	23	10	547
D. more than 60 minutes	11	3	13	13	57	6	26	1	4	548	11	13	57	26	4	548	23	18	54	19	9	549
Optional school/SAU question																						
A.	17	0	0	1	100	0	0	0	0	546	17	0	100	0	0	546						
B.	67	0	0	2	50	2	50	0	0	538	67	0	50	50	0	538						
C.	17	0	0	1	100	0	0	0	0	552	17	0	100	0	0	552						
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Windham School Department
School: Manchester School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 1	1 0	3 1	1 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	135 94	62 46	135 94	62 46	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	77 105	35 51	77 105	35 51	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 6	1 3	2 6	1 3	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.9	54.5	10.9	54.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.7	47.5	5.7	47.5	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.2	65.0	5.2	65.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Windham School Department
 School: Manchester School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	206	1	0	94	46	105	51	6	3	538	206	0	46	51	3	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	1										1						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	3										3						170	0	29	62	9	535
Caucasian/White	200	1	1	92	46	101	51	6	3	539	200	1	46	51	3	539	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	30	0	0	1	3	25	83	4	13	529	30	0	3	83	13	529	2372	0	12	72	16	529
No	176	1	1	93	53	80	45	2	1	540	176	1	53	45	1	540	11600	0	50	48	1	539
Current LEP																						
Yes	1										1						319	0	30	58	12	533
No	205	1	0	94	46	104	51	6	3	538	205	0	46	51	3	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	39	0	0	13	33	22	56	4	10	535	39	0	33	56	10	535	5435	0	32	61	7	535
No	167	1	1	81	49	83	50	2	1	539	167	1	49	50	1	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	206	1	0	94	46	105	51	6	3	538	206	0	46	51	3	538	13967	0	43	52	4	538
Gender																						
Female	85	0	0	52	61	32	38	1	1	541	85	0	61	38	1	541	6750	1	55	43	2	540
Male	121	1	1	42	35	73	60	5	4	537	121	1	35	60	4	537	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	206	1	0	94	46	105	51	6	3	538	206	0	46	51	3	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	206	1	0	94	46	105	51	6	3	538	206	0	46	51	3	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Windham School Department
 School: Manchester School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	29	3	43	2	29	529	3	0	29	43	29	529	5	0	29	57	14	533
B. less than one hour	67	0	0	58	42	77	56	3	2	537	67	0	42	56	2	537	66	0	44	52	3	538
C. one to two hours	29	1	2	34	58	23	39	1	2	542	29	2	58	39	2	542	26	0	45	52	3	538
D. more than two hours	0	0	0	0	0	1	100	0	0	538	0	0	0	100	0	538	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	21	1	2	28	64	14	32	1	2	542	21	2	64	32	2	542	25	1	54	42	3	540
B. good	48	0	0	46	46	51	52	2	2	539	48	0	46	52	2	539	50	0	46	51	3	538
C. fair	26	0	0	19	35	34	63	1	2	536	26	0	35	63	2	536	22	0	29	65	6	535
D. poor	4	0	0	1	13	5	63	2	25	528	4	0	13	63	25	528	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	13	0	0	10	37	16	59	1	4	537	13	0	37	59	4	537	14	0	33	56	10	535
B. about that same as my regular schoolwork	67	1	1	60	44	69	51	5	4	538	67	1	44	51	4	538	65	0	45	52	3	538
C. easier than my regular schoolwork	19	0	0	23	59	16	41	0	0	540	19	0	59	41	0	540	21	0	45	51	4	538
Optional school/SAU question																						
A.	17	0	0	0	0	1	100	0	0	538	17	0	0	100	0	538						
B.	67	0	0	1	25	2	50	1	25	533	67	0	25	50	25	533						
C.	17	0	0	1	100	0	0	0	0	552	17	0	100	0	0	552						
D.	0										0											